

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Swimming Data

Please report on your Swimming Data below.

| | |
|--|------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p> | 90% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 66% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | Yes |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/21 | | Total fund allocated: | Date Updated: | |
|--|---|-----------------------|--|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Provide opportunities for pupils to be active for at least 30 minutes every day. | <p>Building and developing OPAL across the school for both Key Stages.</p> <p>PE Planning Scheme used to enhance exercise.</p> <p>External agencies (such as SHCHS dance teacher, JJ Sport etc) supporting children and staff in ensuring pupils consolidate learning through practice.</p> <p>Bank of resources that staff can access in order to increase physical activity during curriculum time.</p> | £10,000 | <p>More children are now active during lunchtimes - OPAL activities.</p> <p>Improvements have been seen in pupil's fitness, confidence and development of skills (in particular this has been observed during competitions and tournaments).</p> | Continue to provide a wider range of sporting activities during OPAL, building on what children have been learning during PE lessons (for example, tennis, basketball area). |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | % |

| Intent | Implementation | | Impact | |
|---|--|--------------------|--|--|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>High proportion of pupils have access to a broad, rich and engaging curriculum</p> <p>Share pupils sporting activities and achievements through a variety of media</p> | <p>Coaches from Eagles basketball and All Stars rugby to teach lessons in KS2. Northumbria Cricket leading sessions in KS1. All children have an opportunity to receive a sequence of PE lessons from at least one of these clubs.</p> <p>PE lead to engage in CPD.</p> <p>JJ Sports teaching KS1 and KS2 PE. Helping to raise awareness of physical activity and support teachers.</p> <p>Regular updates on PE and sport on twitter to highlight and recognise pupil achievements.</p> <p>PE Planning Scheme used by teachers.</p> <p>U9 and U11's football teams entered into City and Catholic school tournaments.</p> <p>KS2 children entered into various competitions - athletic, cross</p> | £2,000 | <p>More pupils inspired to participate in physical activity - observed during lessons and during lunch times.</p> <p>More pupils taking part in activities and outdoor adventures.</p> <p>School community are knowledgeable of the sporting activities taking place in school through regular updates and in newsletters.</p> <p>Play leaders responsible for running and organising some lunchtime activities - children are enthusiastic about participation in sports/games during lunchtimes.</p> <p>Children have broader opportunities for sport.</p> | <p>Continue to introduce more sport activities into OPAL.</p> <p>Continue to develop and enhance the role of play leaders in school.</p> |

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|--|--|--|--|--|
| | country | | | |
| | Year 2 children entered into dance competition | | | |
| | Play leaders (one child from every class) to monitor play at lunch times - developing pupil voice. | | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Raise the quality of teaching across the school in PE | <p>Curriculum champion organises all PE centrally, including curriculum coverage and skills based.</p> <p>Curriculum champion attended relevant training (both OPAL and PE based).</p> <p>Organised for sports coaches to deliver sessions alongside class teachers (JJ Sports, Eagles Basketball, Northumbria Cricket, All Stars Rugby, SHCHS dance teacher)</p> <p>PE curriculum lead has attended CPD sessions.</p> | £2,000 | Teachers are growing more confident in planning and delivering sessions - getting advice/activities/ideas from external sports coaches and using the PE planning scheme. | <p>Provide CPD opportunities for staff in specific sports/activities</p> <p>Develop PE storage space (especially for KS2)</p> |

| | Continued to invest in PE Planning Scheme. | | | |
|--|--|--------------------|--|--|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>Additional achievements:</p> <p>Increase the range and availability of sport and activities on offer to all children inside and outside of curriculum time.</p> <p>Provide specialist coaches/ teachers to deliver a range of sports.</p> <p>Continue pupil voice on sports and activities.</p> | <p>Outdoor Adventurous Activities for year 5 and 6 during residential camps</p> <p>Sports Days</p> <p>Dance competition - Year 2</p> <p>School Games Athletics competition - Year 5 and 6</p> <p>Football tournaments - U11s and U9s</p> <p>Cross country competition - KS2</p> <p>Play leaders role developed - meetings weekly</p> | £3,000 | <p>Increased participation in the allocated area.</p> <p>All pupils have the opportunity to learn, develop and excel within a range of different sporting and physical opportunities.</p> <p>Promote lifelong learning and interest in sport and physical activity.</p> <p>More children involved in sport activities during play times.</p> <p>Pupils engaged in a variety of alternative sports - giving</p> | Restart before and after school clubs. |

| | | | | |
|--|--|--|--|--|
| | | | <p>children opportunities to try new sports within school</p> <p>Children get a say in activities/sports they would like more of</p> | |
|--|--|--|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>Sports day planned for in advance with all children being given a greater opportunity to participate</p> <p>Attend competitions</p> <p>Ensure pupils have access to high quality competitive sports</p> | <p>Competitive sports days' activities planned and carousel of activities alongside this to allow for inter competitions</p> <p>Year 2 entered into School Games dance competition</p> <p>Year 5 and 6 entered into School Games athletics competition</p> <p>U9 football team (played in tournaments and leagues)</p> <p>U11 football team (played in tournaments and leagues)</p> <p>Year 3 and 4 entered into cross country competition</p> | £1,000 | <p>Increased confidence and self-esteem for pupils Sense of pride in pupils representing school</p> <p>Children explore and are engaged by a wider range of sport leading them to be more active and become champions of sport.</p> | Organise more inter-school competitions such as basketball, skipping etc |